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ABSTRACT

The instructional concept guide is part of a system developed for tutor training and support. It is primarily designed for volunteers, but it can also be adapted to the training of paraprofessional tutors for any time of adult literacy program. A key component in the system is the Tutor Support Library, consisting of Instructional Concept Guides (training and reference aids for tutors) and Functional Content Units (models for the practical application of tutoring skills). Guide Two describes some basic teaching procedures for tutoring adults in reading. The steps involved in lesson planning, record keeping, student evaluation, and the diagnostic/prescriptive cycle are presented. Suggestions for preparing and teaching the first lesson are given along with a sample lesson plan and sample guided conversation questions. Also included is an informal communication rating scale and a sight word list. Guide One should be studied by the tutor before reading Guide Two. Guide Three which also deals with the first sessions with a student, is designed to follow Guide Two. (Author/MS)

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RALSU

TUTOR SUPPORT LIBRARY

Instructional Concept Guide No. 2

TEACHING ONE-TO-ONE

A Diagnostic Approach to Beginning Tutoring

by

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CE 006 141

FOREWORD

The ability to read has been taken for granted in the United States for as long as most of us can remember. Unfortunately the "us" in the previous statement refers to those in the population who are indeed able to read --- for example, those of you reading this message. Adult readers make up an exclusive fraternity and seldom find themselves involved with non-readers. But in this century the tempo and technology of American life have increased dramatically. And more and more we see that a significant proportion of our citizens do not have the reading ability society requires.

In the 1970's, the Community Based Division of the Right to Read Effort addressed itself to overcoming what is rapidly becoming a crisis in the area of adult literacy. A common bond for many of the projects supported by this division of Right to Read is the use of volunteer tutors to teach the older, out-of-school individual who needs reading help. It has been generally found that, while the desire to tutor may be "born," the ability to tutor needs to be "made." Consequently the cry has gone out, "We have the volunteers but we do not have a system for training them to tutor."

RALSU, the Regional Adult Literacy Service Unit, a Right to Read Community Based project, has therefore accepted as its major responsibility the development of a tutor training and support

system. It is primarily designed for volunteers, but it can also be adapted to the training of para-professional tutors for any type of adult literacy program. The complete system includes tutor training, a support system for the working tutor, and evaluation strategies for both programs and tutors.

A key component in the system is the TUTOR SUPPORT LIBRARY. This consists of two series of units entitled Instructional Concept Guides and Functional Content Units. The Concept Guides orient and train beginning tutors and serve thereafter as reference aids for the on-the-job tutor. The Functional Content Units are designed as models for the practical application of the teaching skills gained in the tutor training. For convenience, all Guides and Units are separately bound.

The Instructional Concept Guide that follows this "Foreword" is one of the following:

1. Getting Together: Establishing a Working Tutorial Relationship
2. Teaching One-to-One: A Diagnostic Approach to Beginning Tutoring
3. Student-Centered Tutoring: Using Initial Lesson Results to Set Future Goals
4. Help: Inside and Outside the Tutoring Agency
5. Process and Product: A Guide for Assessment of Community Tutoring Programs
6. Word Concepts: An Adult Approach to Decoding Skills
7. The Teaching of Sight Words: Ways and Means
8. The Language Experience Approach: Application for Tutoring Adults in Reading

9. The Directed Reading Approach: A Lesson Organization Procedure Adapted for Use with Adults

10. The Newspaper: A Source of High-Interest Instructional Material for Adults

11. Resources: A Guide for Using Published Materials in Adult Literacy Programs

12. Splitting Up: Terminating a Tutoring Relationship

Guide 1 is an orientation to tutoring; Guides 2 and 3 lead the tutor through the first sessions with a student. Except for Guides 1, 2, and 3, however, the booklets need not necessarily be presented in consecutive order. Guides 6 through 10, for example, explain in detail teaching procedures that can be used to teach the lessons described in Guides 2 and 3. Other Guides, as their titles imply, deal with supplemental helps for the tutor and with program assessment.

Hopefully, these materials as a whole will satisfy a long felt need expressed by many persons involved in the management of adult literacy programs. It is also hoped that the flexibility of format will make the publications adaptable to individualizing requirements within programs.

TEACHING ONE-TO-ONE

A Diagnostic Approach to Beginning Tutoring

You and the Tutoring Process

Your first step in learning how to tutor is to read the following outline:

A. Lesson Planning

1. Goals
2. Materials
3. Procedures
4. Timing
5. Assessment

B. Record Keeping

1. Work Samples
2. Test Scores
3. Session Log

C. Evaluation

1. Pretesting
2. Informal Testing Techniques
3. Teaching Evaluation
4. Objectivity Requirement

D. Diagnostic/Prescriptive Cycle

1. Evaluation
2. Planning
3. Teaching
4. Reassessment

E. Orientation to TUTOR SUPPORT LIBRARY

1. Instructional Concept Guides
2. Functional Content Units

Now go back to Section A of the outline. What are your questions about the topic headings? What is a lesson plan? What are goals? What materials are to be used? Why? How much time should be used in a tutoring session? What is assessment? Who uses it? When and how is it used? You will probably have similar questions about the other topic headings. The purpose of this guide is to lead you to the answers.

The diagram on the next page illustrates the important relationships between the student and the various sections of the outline you just read. Please note Statements 1 and 5 of the diagram very carefully. You will see that the process of planning lessons for a tutoring session begins and ends with the student and his specific needs.

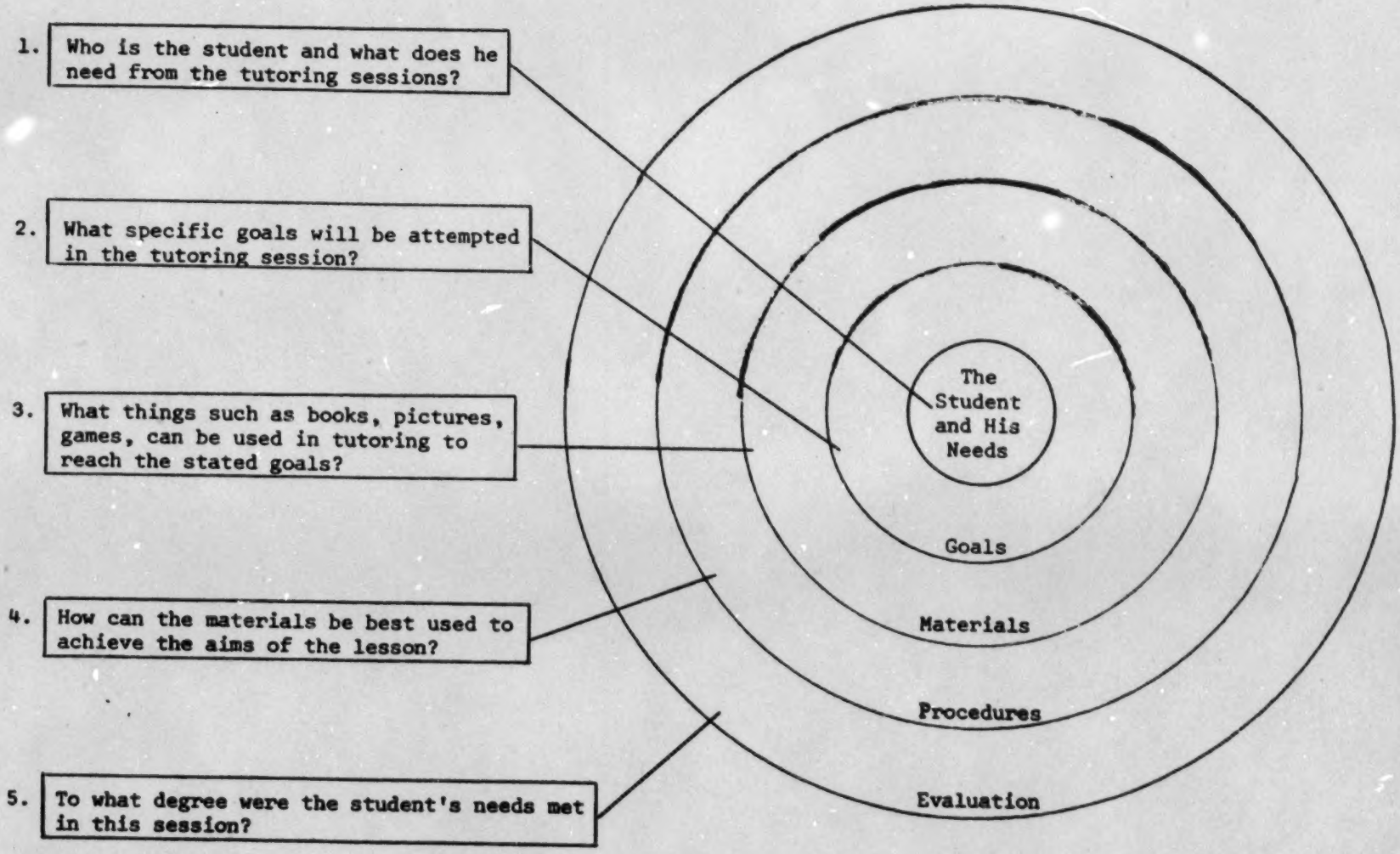
The Lesson Plan

The lesson plan is built first and foremost on the needs and interests of the student. Each step of the lesson plan relates to every other step. The lesson plan resembles a road map, an overall guide of the who, when, what, and how of a tutoring session.

Goals describe the specific needs of the student. They are stated in such a way that a work plan for learning can be built around them. Therefore goals must be:

1) directly related to the student's needs and interests
2) within the range of the student's ability
3) geared to the time span of a tutoring session
4) briefly and simply stated
5) divided into steps that are large enough to encourage the student to progress, yet small enough so that he is not discouraged by a task that seems impossible to him.

Goals give direction to the tutoring. Very simply, they are statements of intent. Where do the tutor and student intend to go?


1. Who is the student and what does he need from the tutoring sessions?
2. What specific goals will be attempted in the tutoring session?
3. What things such as books, pictures, games, can be used in tutoring to reach the stated goals?
4. How can the materials be best used to achieve the aims of the lesson?
5. To what degree were the student's needs met in this session?
The Student and His Needs
Goals
Materials
Procedures
Evaluation

What do they intend to accomplish? Goals may be broad, such as:

1) "To become acquainted with tutor and tutoring procedures."

Goals may be specific, such as:

2) "To learn the tutor's name."
"To state purpose of sessions."
"To correctly pronounce 7 of 10 words on a word list."

Which set of goals, (1) or (2), would be more helpful to you as a tutor? Why?

You probably think Set 2 would be more helpful because it provides direction for activity in the tutoring session. It states exactly what the student is to do in the tutoring session. The more precise the statements, the easier it is to decide what materials and activities will be needed for the student to reach the goal.

The first session with the student will involve learning about:

1) the student's interests and needs
2) what the student can read now
3) what the student wants to be able to read.

These three points represent very important issues. What a tutor learns about his student in the first tutoring sessions will help to set the direction for later sessions.

The teaching materials to be used also need to be matched with the same three points --- student interest and needs, current reading ability, and short-term ambitions in reading. Materials may be selected from almost any source that meets the above criteria. They may range from newspaper pictures and articles to library volumes. As often as possible the student should help select his own lesson material.

Possible sources for materials are:

1) the materials center
2) the public library
3) magazines and newspapers
4) stories dictated by the student

5) specific materials related to the student's goals (driver's manual, sewing directions, etc.)
6) see also TUTOR SUPPORT LIBRARY --- Resources: A Guide for Using Published Materials in Adult Literacy Programs

After the lesson goals are specified and appropriate materials are selected, you may then decide upon some ways in which the materials might be effectively used with the student. This process is called procedures. The term procedures is simply a label for how you plan to use the materials to accomplish the lesson goals.

An important adjunct to procedures is the period of time devoted to any one activity. Following are general guidelines for dividing the time effectively in a tutoring session:

1) Keep the activities or assignments of such length that the student can finish without becoming overtired or losing interest.
2) Vary the activity from one session to the next.
3) Plan several different activities for each session.
4) Allow time for review and evaluation of the session and a brief preview of the next.
5) End the session by pointing out what the student accomplished and relating it to his long-term goals.

Assessment is the initial process you use to estimate a student's interests, reading skills and finally, the difficulty and type of book with which he can best function. The process should be kept as short and as positive as possible. Thinking of it in your own mind as assessment rather than testing is a step in the positive direction. In the first place, the atmosphere that surrounds the word "test" is usually threatening to a student. And in the second, testing, of and for itself, does not usually tell you what you need to know about your student either. Examples of suitable assessment techniques are:

1) 10 words selected from a word list (such as the A&P Word List)
2) Informal questions
3) Picture and/or language inventories
4) Attitude and interest surveys
5) Direct reading of material selected by student
6) Achievement of lesson goals

Keep the assessment brief and as free of anxiety as possible.

Record-Keeping

By keeping records it is possible to compare what a student actually does to the learning goals that were initially formulated for him. There is no pre-determined "best" method for record-keeping. As you become familiar with the student, his goals, and the lesson format, you will probably devise your own individual arrangement. However, there are certain basic procedures which are strongly recommended for keeping effective, useful records.

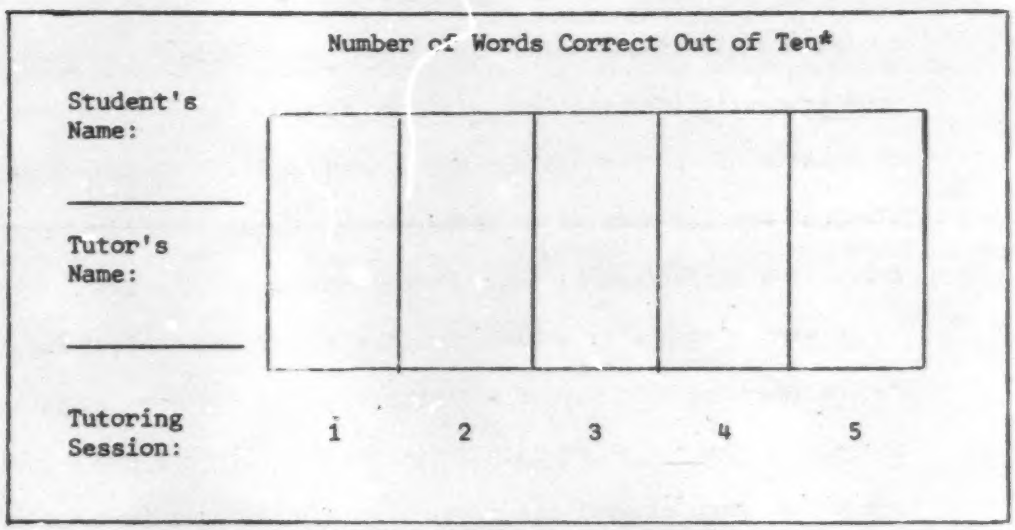
One excellent procedure is to maintain a folder of the student's work. This gives you the chance to look over all the lesson work with your student. Often this is a source of pride and encouragement to him since he can see his progressive improvement together with how these tasks increased in difficulty. In addition, it allows you to review his previous work to see what activities or concepts seem to cause him trouble. You can also see what types of activities seemed to fit him especially well. It is just as important for you to note your student's incorrect responses as to note his correct answers. A discussion of the process a student used to reach an answer or conclusion, whether correct or incorrect by textbook standards, may furnish valuable information. Understanding how a student arrives at an answer or completes a task provides additional insight for your future teaching. It may, for instance, suggest a more suitable way to approach a task or short cut in time and/or effort. (Such procedures are the essence of evaluation and will be discussed in detail under the heading, "Evaluation.")

In addition to the work samples from the folders, you should keep a record of test scores. Test records are an important aspect

of the tutor's role since it is the tutor's responsibility to help the student understand that tests in a tutoring program are not on a fail-pass continuum, as he has been accustomed to in school.

In the past the student has been traditionally tested to determine if he is an acceptable member of the group, the group being the "pass" group, of course. In the present learning situation, both tutor and student must always view the student as a totally acceptable member of the existent group --- in this case, the tutoring session. To get the student to accept this idea, you need a (1) positive and (2) needs-fulfilling system for handling test results. This means that the only tests to be used are those that relate to the student's specific needs.

Recording test results can and should be an individual process. The record can be prepared in the form of a simple graph such as the following example. Another type of record is a written statement of the student's accomplishments.



*Vocabulary selected from student-oriented sources --- driver's manual, telephone directory, etc.

A second useful record-keeping procedure is the session log in which the tutor makes informal notes about the student's work. For

example:

1) What did the student do well?
2) What interested him? bored him?
3) What presented problems to the student?
4) What task was too long?
5) What task was completed so readily that the student was not challenged by it?
6) What comments did the student make that could provide input for the next session?
7) What questions did the student ask?*

During the session itself, note-taking should be kept to a minimum. It should never interfere with the prime purpose of the session, namely, teaching. The best way is to jot down brief notes as references which you may then review and expand after the student has left.

One method of recording such information efficiently and, at the same time, making it easily accessible is to use the back of the lesson plan sheet in the following manner:

> Fold over approximately one-third of the lesson plan sheet from the right side to the left (see dotted line on reverse of the example lesson plan page). A blank column (formed by the back of the page) is now adjacent to the column labeled, "Lesson Goals." You can record your log notes on this column.

This technique allows you to evaluate the lesson by comparing goals with the student's responses.

When making log notes be sure to record facts rather than your interpretation of the student's feelings about something. This means you state that, "He didn't read the first page," rather than assume (and record) that, "He didn't like the book." Unless you have factual records of your student's responses, it will be difficult for anyone to help you if problems arise. Straight forward facts are needed to decide if a student's problem is caused by frustration with the lesson

*The tutoring session should be flexible and accepting so that the student will feel at ease to comment and ask questions. This aspect of the tutoring session cannot be over-emphasized.

material, dislike of the lesson content, or personal feelings about his tutor.

Evaluation

The first step in the evaluation process is pretesting. Pretesting involves any procedure that can tell you what the student already knows about the topic of study. The student himself may not be aware of how much he knows about the subject. Therefore, the more information you can get, the better your chance to help him realize all the things he already knows. One result of this procedure is to provide a broader work base for lesson planning. A second outcome is to keep from boring the student.

How do you accomplish evaluation in general or pretesting in particular? The methods may be, and many times should be, as informal as possible. (Informally-gained information means that the questions and discussions are designed on the basis of the particular student-tutor relationship. The format may be repeatedly used, but the specific questions and the direction of the discussion are unique to that particular tutoring session.) Evaluation may range from guided discussion (in which any answer is acceptable and can provide insight about the student) to written or oral responses (in which there are "right" answers pre-determined for the set questions to be asked). Examples from a guided discussion are:

1) If right now you were to choose something you need to read, what would it be?
2) When you pick up a book to read, what things make you want to keep reading? Or make you want to stop reading?
3) If you could choose anything you wanted, what do you think you would choose to read when you complete your tutoring sessions?
4) Can you name something you wanted to read during the last few days which you could not understand? Perhaps it was a sign, or direc-

tions for something, or a menu, or food box, or ... ??

Of course the answers would vary with the individual. The responses could be simple or relatively sophisticated. The point, however, is that such an informally guided discussion could give you helpful information about the ability level, interests, problems, and aspirations of your student.

Examples of an informal evaluative procedure using specific questions with pre-determined answers are:

(Taken from a Functional Content Unit on how to read medication labels)

1) Read these words:

Directions	Aspirin
Dosage	Cough Syrup
Warning	Tablets

2) Match the following:

Aspirin	WARNING
Warning	DOSAGE
Dosage	ASPIRIN

3) In case of headache, take two _____.

tablets tables

The type of informal approach you use will be determined by what it is you want to find out about the student.

There are two especially important factors in any evaluation in the tutoring session:

1) The evaluation should be directly related to the goals for that session.
2) The evaluation technique used should be comfortable, not threatening, for the student.

If evaluation is to be effective, the student must consider it part and parcel of his regular learning activity. Consistently including

evaluation in the tutoring process will help instil this attitude in the student. Furthermore, if you regularly assess what is happening in the tutoring session (the label for this concept is teaching-evaluation), it will become evident that the process is not one of placing value judgements on the personal worth of either student or tutor. Rather, evaluation simply reflects the extent toward which both of you as a team have progressed toward meeting the student's needs.

If evaluation shows that student progress is slower than desired, re-examine the length and/or difficulty of the tasks you have assigned. Perhaps for this student the learning tasks need to be divided into smaller, and therefore usually easier, "bites."

Such a positive, objective approach to evaluation is much more useful than a negative attitude which merely makes a student feel guilty and a tutor feel blamed. Here the emphasis is on the student, his needs, and how the team is moving to meet those needs. Evaluation, therefore, is a tool that can be effectively used to adjust "the movement" toward meeting the student's needs.

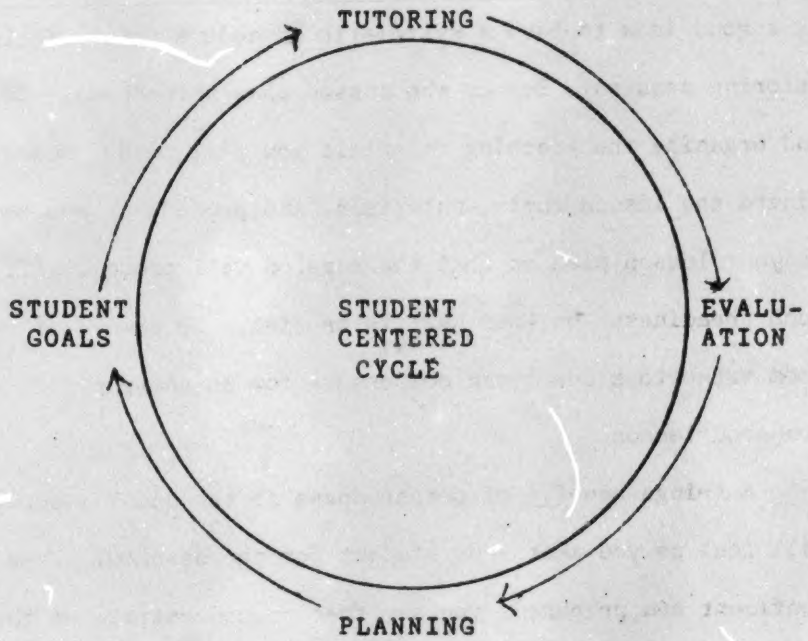
Diagnostic/Prescriptive Cycle

The term diagnostic/prescriptive cycle simply means that you examine the patient (the student, in this case) to see what is wrong and then prescribe a course of treatment to correct it. In the educational setting of the tutoring session, the diagnostic/prescriptive cycle involves the following steps:

1) Establish learning goals based on student needs and using student input.
2) Design and perform learning tasks aimed at meeting those needs.
3) Perform regular evaluations to see how well the procedures you are using are meeting student needs.
4) Make any adjustments that you think are necessary.

5) Plan subsequent tutoring sessions, incorporating the adjustments based on evaluation.

As you continue through the tutoring program, you and the student together will regularly be examining what is being done to determine how well the student's needs are being met. As a result of this joint observation (the evaluation), additional lessons are planned that either move ahead, try new approaches, or provide extra practice in problem areas. This process is repeated throughout each lesson and in successive sessions. The following diagram represents the on-going process:



As the lessons progress, evaluation and assessment may be looked at as the two components of a single process called reassessment.

Preparing and Teaching the First Lesson

In any undertaking first impressions are important. But in the tutoring session first impressions tend to be downright critical since the first lesson sets the tone for everything that follows. It is essential that the student feel, from the very first meeting, that the sessions are designed to help him learn to read better. He needs to feel assured that the tutoring activities are well-organized and are directed toward the achievement of his needs. This sense of security must be communicated throughout the relationship, not only in the first few meetings. In short, it is necessary to consistently demonstrate to the student that you are a capable as well as a caring tutor.

To be a capable tutor is to be a prepared tutor. Therefore, it is a good idea to have a systematic procedure for preparing for a tutoring session. Set up the lesson plan beforehand. Collect and organize the teaching materials you will need. Mentally coordinate the lesson goals, materials, and procedures you have listed in your lesson plan so that the session will proceed efficiently. Such "readiness" on your part is crucial. No amount of good will from tutor to student can compensate for an unorganized, underprepared lesson.

A fringe benefit of preparedness is the added security you will feel as you meet your student for the session. When you are confident and prepared, you are free to concentrate on the student's immediate responses and needs. This, in turn, generates student confidence, starting a learning cycle that has built-in momentum.

Always remember, however, that being capable and caring comprise two segments of one over-all attitude. Do not, in the name of efficiency, allow yourself to become too rigidly attached

to your prepared lesson plan. Take your cues from the student. If he appears tired, restless, bored, frustrated, or fearful, adjust the activities to suit his mood. Sometimes he just needs to take out a few minutes to relax --- have a cup of coffee together. Shifting the order of the activities you had planned may be helpful also.

As your tutoring experience increases, anticipating a student's needs becomes easier. However from the first tutor-student contact onward, try to create an open, sharing atmosphere that lets the student know that you consider it natural (and desirable) for him to be forthright with you about how he feels about the session's activities.

Additional proof of a capable-caring attitude can be shown in the all-important step of becoming acquainted during the first lesson. This process of establishing rapport is extremely important. It should not, however, consume a disproportionate amount of tutoring time. A variety of get-acquainted activities can be carried out which will give you valuable input for future sessions. The "Guided Conversation Questions" used in the Sample Lesson Plan for Tutoring Session I that follows are an example of an activity that would provide such information.

What do you do if a particular student does not respond to the suggested lesson plan activities? If that happens, be flexible; try alternative methods. For example, the student might be asked to complete open-ended sentences such as:

1) When I have free time I like to _____.
2) It is important to me to _____.
3) I never go _____.
4) I like to watch movies about _____.
5) I would like to read about _____.
6) The best joke/story/happening I heard was _____.

This activity too will give you information to help you learn to know your student better.

First lesson get-acquainted activities can also be used to orient the student to the work plan to be used during the tutoring sessions. In this regard, it is always advisable to be as candid with the student as possible. Tell him directly how the session activities will be organized and, briefly, the reason for the organization. As an example, you should in the first session alert the student to the fact that you may be writing brief notes on what he says. (Incidentally, do not attempt to write everything that is said. Brief means being selective.) Explain the purpose of the notes, namely, to help you recall what he says. This, in turn, will help you do your job more effectively. If the student understands this purpose, he probably will not feel threatened by it. However, if the student says he would rather you did not make notes, respect his request. Under those circumstances, immediately following the session, (after the student leaves but before you forget) record anything you can recall that is pertinent to the student's future progress.

The best general principle to follow for the entire lesson process is to try to maintain a conversational approach. This helps to establish your position as a capable, caring partner in a learning team.

A sample lesson plan for a first tutoring session follows.

Sample Lesson Plan for Tutoring Session I

Goals	Materials	Procedures and Evaluation
To say the tutor's name, to see the name written, and to discuss the purpose of the tutorial sessions.	Paper and pencil	1. Meet the student 2. Write tutor's name on a card to give to student. Display the card and read the name. 3. Involve the student in a discussion of the purpose of the sessions.
To pronounce on sight, with at least 70% accuracy, basic sight words from the A&P Sight Word List.	1. List of sight words for trial testing 2. A&P Sight Word List printed in this chapter in student testing format and recording format	1. Show list of 10 trial words. Ask the student to look down the list and read all the words he can. 2. If at least 7 of the 10 trial words are said correctly, continue with the total (500 word) list until accuracy falls below the ratio of 7 correct out of any 10 attempted. 3. If more than 3 of the 10 trial words are missed -- STOP. Do not continue the procedure at this time.
To give a sample of student's language and communication skills.	1. Pictures, news items, books or magazines (related to student's interests) 2. Interest and/or activity survey	1. If the tutor has advance knowledge about the student's interests and activities, then suitable pictures, news items, related books or magazines can be selected and available for initiating conversation. 2. Use "Guided Conversation Questions" provided at the end of this lesson. 3. Palmatier Informal Communication Scale.

Goals	Materials	Procedures and Evaluation
To choose a book, magazine, or news article (for the student to read or to be read to him) that interests the student.	Books or materials from the materials center.	1. Take student to the materials center or have available a small variety of materials. 2. Ask student to examine the materials and choose a book or topic with which he would like to work in later sessions.
To "try-out" several books or materials.	Materials center.	1. Ask student to select a book he thinks he would like to try to read. 2. Ask student to select and read a short excerpt. If this proves too difficult (or too threatening), ask him to read any word or words that he recognizes in that section. a. Tutor may record those words student recognizes accurately. b. Begin a file of his recognized words. Find out if student can recognize them in other settings. c. Ask student to dictate a brief statement using one or more of these words. Then ask him to read his dictation. d. Keep a collection of the dictated stories or statements

SAMPLE GUIDED CONVERSATION QUESTIONS

I. Questions concerned with the student's use of free time:

1) How much time do you have to work on reading activities outside your tutoring session?

2) In what other kinds of activities do you participate (church, family, etc.) besides your regular job?

3) What kind of television programs do you like? Movies?

4) If you could take a trip, where would you like to go? Why?

II. Questions concerned with reading interests and abilities:

1) If right now you were to choose something to read (or that you would like to be able to read) what would your first choice be?

2) When you pick up a book to read, what things make you want to keep reading? Make you want to stop reading?

3) If you could choose anything you wanted, what kind of things would you choose to read now? What kind of things do you think you would choose when you finish your tutoring sessions?

4) What types of things do you feel you need to be able to read?

Procedures for Using Guided Conversation Questions

1) Discuss a question, using either the sample questions above or your own as springboard topics to generate conversations with the student. Select subjects of specific interest to the student.

2) The conversation may be transcribed, as in a language experience activity (see Instructional Concept Guide No. 8, The Language Experience Approach: Application for Tutoring-Adults in Reading).

3) After the dictation, read the conversation as a dialogue, with the tutor reading his statements and the student reading his own words.

Palmatier Informal Communication Scale

Directions: Before contact with the student, read the items on the scale to familiarize yourself with the five general areas of verbal communication you will be assessing. As the student converses normally with you, casually check his performance on the scale itself (the numbered items). For some situations, you may only be able to note performance mentally, following with written notes after the session.

A. SENTENCE PATTERNS

1. abbreviated - no verb, etc.
2. complete - proper sentences
3. expanded - adjectives, clauses, etc.

B. CONVERSATION ABILITY

1. non-respondent
2. respondent
3. initiator

C. VOCABULARY

1. lack of labels
2. unusual or improper labels
3. proper labels
4. good labels and meanings

D. CREATIVITY

1. unable to describe situations
2. able to describe situations
3. able to describe and expand upon pictured situations

E. RELATION TO ENVIRONMENT

1. unable to relate to environment
2. able to relate to environment
3. able to relate, expand upon, compare and contrast to environment

The Great Atlantic and Pacific Sight Word List

Rank	Word	Rank	Word	Rank	Word
1	the	42	will	83	get
2	a	43	up	84	now
3	to	44	many	85	long
4	and	45	we	86	find
5	of	46	then	87	look
6	in	47	her	88	made
7	you	48	or	89	just
8	is	49	out	90	big
9	he	50	some	91	very
10	it	51	them	92	back
11	that	52	write	93	first
12	was	53	their	94	way
13	on	54	words	95	over
14	for	55	about	96	too
15	are	56	by	97	than
16	they	57	like	98	good
17	I	58	see	99	use
18	with	59	go	100	day
19	his	60	if	101	where
20	said	61	these	102	called
21	at	62	make	103	me
22	as	63	into	104	went
23	have	64	him	105	put
24	she	65	other	106	around
25	what	66	word	107	new
26	one	67	would	108	know
27	this	68	water	109	come
28	all	69	little	110	who
29	had	70	two	111	things
30	from	71	has	112	its
31	be	72	did	113	came
32	can	73	people	114	right
33	but	74	an	115	air
34	there	75	which	116	sound
35	not	76	could	117	think
36	when	77	time	118	tell
37	how	78	more	119	after
38	were	79	down	120	Mr.
39	your	80	my	121	man
40	do	81	no	122	may
41	each	82	go	123	much

Rank	Word	Rank	Word	Rank	Word
124	does	165	even	206	always
125	say	166	under	207	sentences
126	same	167	line	208	play
127	been	168	because	209	began
128	take	169	thought	210	give
129	only	170	next	211	years
130	old	171	small	212	below
131	away	172	every	213	boys
132	children	173	going	214	also
133	help	174	want	215	head
134	looked	175	something	216	grow
135	why	176	earth	217	set
136	work	177	last	218	paper
137	through	178	men	219	it's
138	here	179	plants	220	morning
139	animals	180	read	221	I'll
140	place	181	left	222	while
141	before	182	hear	223	soon
142	three	183	show	224	let
143	home	184	end	225	hard
144	house	185	don't	226	hearts
145	again	186	found	227	side
146	another	187	eat	228	until
147	number	188	boy	229	should
148	our	189	need	230	sometimes
149	must	190	still	231	own
150	off	191	keep	232	dog
151	name	192	together	233	door
152	mother	193	sun	234	once
153	asked	194	us	235	birds
154	picture	195	got	236	days
155	most	196	Mrs.	237	enough
156	part	197	great	238	near
157	used	198	father	239	trees
158	food	199	along	240	kind
159	saw	200	night	241	oh
160	different	201	took	242	top
161	live	202	sentence	243	didn't
162	well	203	story	244	draw
163	any	204	land	245	letters
164	school	205	never	246	told

Rank	Word	Rank	Word	Rank	Word
247	country	288	ways	330	stop
248	white	289	pictures	331	family
249	large	290	money	332	form
250	I'm	291	box	333	black
251	year	292	cut	334	others
252	letter	293	thing	335	those
253	wanted	294	far	336	am
254	fish	295	Mother	337	living
255	2	296	today	338	horse
256	car	297	cold	339	front
257	city	298	inside	340	seen
258	ran	299	run	341	started
259	page	300	cried	342	makes
260	spelling	301	fast	343	ready
261	3	302	4	344	eggs
262	world	303	answer	345	body
263	eyes	305	light	346	whole
264	high	306	red	347	blue
265	ever	307	means	348	stood
266	kinds	308	hand	349	table
267	might	309	green	350	Jim
268	four	310	gave	351	moon
269	few	311	across	352	song
270	move	312	yes	353	miles
271	sure	313	says	354	baby
272	1	314	learn	355	beautiful
273	miss	315	can't	356	girls
274	feet	316	change	357	second
275	tree	317	both	358	above
276	knew	318	Indians	359	leaves
277	often	319	sounds	360	girl
278	add	320	turn	361	sat
279	better	321	places	362	bird
280	room	322	warm	363	town
281	such	323	Sam	364	cannot
282	vowel	324	without	365	friends
283	almost	325	between	366	walked
284	ground	326	short	367	fire
285	sea	327	lived	368	call
286	heard	328	times	369	plant
287	try	329	turned	370	talk

Rank	Word	Rank	Word	Rank	Word
371	that's	414	glass	457	snow
372	animal	415	ice	458	tall
373	important	416	coming	459	round
374	really	417	start	460	Bucky
375	soil	418	ten	461	care
376	ball	419	five	462	hands
377	hot	420	watch	463	names
378	sky	421	road	464	store
379	study	422	winter	465	Ann
380	ago	423	milk	466	built
381	spell	424	goes	467	ones
382	looking	425	gold	468	hit
383	stay	426	rain	469	maybe
384	toward	427	river	470	class
385	feel	428	garden	471	fun
386	young	429	Indian	472	street
387	Bill	430	John	473	space
388	himself	431	piece	474	bed
389	tells	432	boy	475	complete
390	fly	433	fine	476	carry
391	6	434	nothing	477	slowly
392	cat	435	catch	478	woman
393	5	436	everyone	479	hole
394	hold	437	Tom	480	remember
395	comes	438	legs	481	ship
396	face	439	A	482	King
397	stopped	440	grass	483	stand
398	wind	441	Jack	484	tiny
399	window	442	tried	485	friend
400	done	443	listen	486	kept
401	half	444	someone	487	ride
402	true	445	happy	488	Sally
403	walk	446	being	489	tail
404	dark	447	happened	490	seeds
405	sing	448	everything	491	against
406	summer	449	gone	492	covered
407	missing	450	numbers	493	wood
408	outside	451	order	494	bright
409	behind	452	sleep	495	cars
410	learned	453	strong	496	Father
411	open	454	anything	497	game
412	book	455	try	498	rest
413	six	456	let's	499	Eddie
				500	sets